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ABSTRACT

This study investigated the relative importance a group of teacher-trainees placed on various kinds of motives for choosing teaching as a career. Participants in the study were 99 female A-Level Certificate holders pursuing the Certification in Education Programme. They were being prepared for teaching in primary schools. Background information on the students surveyed included the socioeconomic status of the family, whether there was a teacher in the family, the age at which the decision to teach was made, teaching experience before admission to the program, who was consulted for making the decision, and whether the decision was firm. Reasons for choosing to teach were grouped into six broad categories: (1) altruism--service, love of children; (2) interpersonal influence; (3) self-actualization; (4) intrinsic nature--challenging, interesting; (5) finance, circumstances; and (6) fringe benefits. A comparison is made with the results of a similar study conducted in 1981. While the study results do not differ significantly, the 1988 students were more interested in the intrinsic nature of teaching while the 1981 students were more motivated by self-actualization. A copy of the questionnaire is appended. (JD)

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of Female
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Soh, Kay-cheng

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PREFACE

This study of the Motives for Teaching is the third in a series of studies examining students' motives for the choice of a career in teaching. The earlier study by Dr Lau Wai Har and colleagues, entitled *Why Teach? A Study of Motives for Choosing Teaching as a Career* (1968) represented the first major project of the Research Unit of the former Teachers Training College. In *Why Teach?*, of the respondents surveyed in 1965, 71.9% were reported to be firm in their decision to teach, while the rest would readily change jobs if they had another chance to choose a career. What the report called 'popular' reasons for choice of teaching were opportunity to render service to society and the opportunity to further (their) education.

In 1981, Dr Soh Kay Cheng repeated the study reported in *Why Teach?* by adapting the questionnaire used in the earlier study and administering it to some 562 trainees who were then in IE, which had replaced the TTC. Dr Soh found that the 1981 sample decided earlier in their school career (than the sample investigated in *Why Teach?*) to opt for teaching, and they were firm in their decision. As for motives for teaching, the 1981 sample appeared less influenced by motives of self-interest. This was reported in the Occasional Paper "Student Teachers' Background and Motives for Teaching: A 1968-1981 Comparison" (1983).

But what about the views of the new sample who were in the 1987-88 Certificate in Education Programme? How different were they in their attitudes to teaching and in the reasons they gave for choice of teaching as a career? Readers must remember that the social, economic, educational and political conditions have changed dramatically over the years. As a broad indicator of the economic changes alone, take, for example, Singapore's per capita indigenous GNP improvement for the same period, ie. from \$1,692 in 1966, \$9,222 in 1981 to a little under \$15,360 in 1987. The vastly altered economic situation, which created a much wider range of job opportunities, could have had a strong impact on young people's vocational behaviour.

In the true spirit of social inquiry, Dr Soh persisted in asking the question - *why teach?* - over an interval of seven years, and the answers on a comparative basis are very interesting. Please read on ...

Ho Wah Kam

March 1989

CONTENTS

Preface	i
Introduction	1
The Questionnaire	2
The Respondents	3
Background Information	3
Motives for Teaching	4
Comparison on Motives	5
Factor Structure of Motives	6
Discussion and Conclusion	7
References	9
Tables 1 to 5	10-14
Appendices :	
A The Questionnaire	15-18
B Incidents Influencing Decisions	19-21
C Preferred Jobs of Uncertain Students	22

Introduction

One of the two questions teacher education institutions always have to find answers to is why people choose the teaching profession, when given a choice of careers (Ho, 1989). This is a perennial problem which teacher education institutions past and present have tried to have a better grasp, as evidenced by the research effort since the 1930s (eg Austin, 1931). Studies on this aspect of teacher education can be found in every decade since then, for instance, those by Thudhope (1944), Grant (1950), Davis and Yamamoto (1968), and Lortie (1975).

In Singapore, the earliest major study on motives for teaching was carried out by Lau et al. (1968) and reported in the monograph Why Teach?: A Study of Motives for Choosing Teaching As a Career. As Ho (1989:6) has provided a succinct summary of the findings, it is extensively quoted here:

Why Teach? reported that 71.9% of the respondents were firm in their decision to teach ... What the report called 'popular' reasons for choice of teaching were "an opportunity to render service to society" and "an opportunity to further [their] education". Another 'popular' motive was "to help develop and educate the younger generation". For women ... reasons such as "fondness for children" and "teaching is suitable for women" were often given. It would appear that 'idealistic' reasons predominated.

Fifteen years later, a similar study was undertaken and the findings were reported in stages (Soh, 1981, 1982, and 1983). Here again, the succinct summary by Ho (1989:7) is quoted:

By 1981 when the second study started, the social, economic, political and educational conditions had changed quite dramatically for the better ... Based on the demographic profile of the 1981 cohort, there was clearly a widening of the social range of the recruitment to teaching ... Also the 1981 sample decided earlier (than the 1965 sample) in their school career to opt for teaching, and they were also firmer in their decision. As regards motives for teaching ... the 1981 trainees were less influenced by motives of self-interest ... less attracted by long school vacations, and did not regard the period of training merely as an opportunity for further education. They therefore seemed less "utilitarian" in their expressed motives. Instead, the 1981 sample regarded teaching as a way of realising their

potential and ambition through working with children.

Against this backdrop of overseas and local studies, the present study was undertaken with the view to providing continued understanding of why young people choose to become teachers. Specifically, the present study attempted at describing the relative importance a group of teacher-trainees had placed on various kinds of motives for teaching. A comparison was then made with the findings of the 1981 study to uncover discernible changes, if any. Moreover, the study also looked into the psychological dimensionality of such motivation for a better insight.

The Questionnaire

The questionnaire of an earlier study (Soh, 1981) was adapted with minor modifications for the present study. This was to allow valid comparisons to be made between the studies which are separated by more than half a decade.

Section A of the questionnaire (Appendix) collected background information that would enhance the understanding of the context in which teaching was chosen as a career by the respondents. Besides personal particulars such as highest academic qualification, sex, date of birth, father's occupation, questions were asked on family members in the teaching profession, teaching experience prior to programme admission, age at which decision was made to become a teacher, influencing incident, persons consulted for making the decision to teach, firmness in decision, and preference for other jobs.

Section B presented 30 items of motives or reasons for choosing to teach. These items were accompanied by a six-point scale, with the extremes labelled as "Strong Motive" and "Weak Motive". The items were listed without obvious structure, though they were grouped into the following six broad categories for analysis, with five items in each category.

Altruism. Service to society. Like children. Noble profession. Help develop the young. Teacher shortage.

Interpersonal Influence. Relatives' influence. Teachers' influence. Friends' influence. Parental wish. Admiration for teacher.

Self-Actualization. Realize potential. Like to teach. Suits temperament. Further education. Fulfilling ambition.

Intrinsic Nature. Interesting job. Challenging job. Learn about children. Work with children. Variety of activities.

Finance, Circumstances. No alternative. Drifted into teaching. Stop-gap. Good salary. Financial difficulty.

Fringe Benefits. Security. Marriage convenience. Spare time. Long vacation. Short working hours.

The Respondents

The 99 students whose responses were analyzed here were female A-Level Certificate holders pursuing the Certification in Education Programme (1987-88). They were being prepared for teaching in primary schools. At the time of data collection, they had just returned from the schools after a ten-week stint of teaching practice and were at the tail end of the two-year programme. Participation in this study was voluntary and they constituted about one-seventh of the population of second year Cert Ed students.

Background Information

Table 1 shows the background information of the students surveyed. The information shows the socioeconomic status (father's occupation), whether there was a teacher in the family, teaching experience before admission to the programme, the age at which decision to become a teacher was made, who were consulted for making the decision, and whether they were firm in the decision to teach.

Socioeconomic Status. It can be seen in Table 1 that slightly more than a quarter of them came from professional or paraprofessional families and half from lower occupational levels. This distribution did not differ from that of the 1981 students when comparison was made, excluding "Others" (chi-square 10.989, df 4, $p > .05$).

Teacher in Family. As is true of the 1981 students, about one quarter of the 1988 students had a family member who was a teacher, although there were more fathers and sisters who were in the teaching profession.

Teaching Experience. The 1988 students had on average experience of private tuition for 8.3 months and relief teaching for 3.0 months. These are somewhat shorter than those of the 1981 students.

Age of Decision. The average age of deciding to become a teacher was 15.1 years for the 1988 students as compared with 14.4 years for the 1981 students. Thus, decision seemed to have been made somewhat earlier by the 1981 group.

Person consulted. Before decision, almost two thirds of the 1988 students consulted family members on whether or not to become a teacher. About one fifth consulted their friends who were teachers. None mentioned that they had consulted their own teachers. In short, almost every 1988 student consulted someone, mainly a family member, whereas only three quarters of 1981 students did so. The difference in rates of consultation is significant (chi-square 13.911, df 1, $p < .05$).

As gathered from the responses to the open-ended questions on consultation, caring teachers seemed to have much influence on some students in their choice. Another important influence was the experience of teaching, and family and relatives had some influence as well. The responses are collated in Appendix B.

Firmness in Decision. Of the 1988 students, slightly more than one third were definitely firm in their decision to teach and about half were probably firm; these gave a total of 86.7% as compared with 79.0% of the 1981 students. The difference is however not significant (chi-square 1.081, df 3, $p > .05$), excluding "Not Sure".

Some students who were not sure of the decision indicated the jobs they would choose and the reasons for their choices. These were collated in Appendix C.

Motives for Teaching

Table 2 shows the 30 items of motives arranged in descending order of ranking in terms of the mean ratings.

High Ranking Motives. The motives with the highest ten ranks have a mean rating of 4.5 or higher on a six-point scale. They are:

Like to teach	Challenging job
Like children	Noble profession
Service to society	Interesting job
Realize potential	Working with children
Develop the young	Learning about children

There is a combination of motives related to the nature of teaching job, concern for society, and especially interest in young children.

Low Ranking Motives. In contrast, the motives with the lowest ten ranks have a mean rating of 2.5 or lower on a six-point scale, and they are:

Parental wish	Short working hours
Teacher's influence	No alternative

Drifted into teaching	Stop-gap
Teacher shortage	Relative's influence
Friend's influence	Financial difficulty

There is a combination of interpersonal influences, extrinsic motives, and uncertainty.

Medium Ranking Motives. In between the above two sets of motives are those in the middle range, with mean ratings from 2.7 to 4.5 on a six-point scale. They are:

Variety of activities	Security
Suits temperament	Further education
Fulfilling ambition	Long vacation
Marriage convenience	Admiration for teacher
Spare time	Good salary

These motives have an element of self-centredness and 'fringe benefits'.

Comparison on Motives

Table 3 shows the 30 motives grouped under six broad categories as was done in the 1981 study. The categories are:

Altruism
Interpersonal Influence
Self-Actualization
Intrinsic Nature
Finance, Circumstances
Fringe Benefits

The 1981 female students in the Certificate in Education (Preprimary and Lower Primary, PPLP) were chosen for comparison as they were the most similar to the present sample, in terms of medium of instruction, entry qualification, and training programme.

A cursory look at the rankings of motives in each category shows the two groups to be rather similar, suggesting that the two groups of students gave the motives similar importance. This similarity was confirmed by the high rank difference correlation obtained (Spearman's ρ 0.814, df 28, $p < .05$).

The two groups were further compared on the relative importance they placed on the six broad categories of motives. For this, the rankings for the five motives in each category were aggregated and averaged. As shown in Table 4, the two sets of averaged ranks are highly similar, as would be expected from the high correlation reported above.

For both groups, altruism, self-actualization, and intrinsic

motive categories are high on the scale, though with some differences in relative importance. The 1988 students were more concerned with intrinsic motives, altruism motives, and then self-actualization whereas the 1981 students were more interested in self-actualization, intrinsic motives, and then altruism. Nonetheless, both groups placed greater importance on these positive motives for choosing to become a teacher.

Fringe benefits, interpersonal influences, and finance circumstance were not important motivation for both groups and the relative importance was the same for both groups as well.

Factor Structure of Motives

Table 5 shows the factor structure of the motives obtained from principal component analysis followed by varimax rotation. The analysis yielded nine factors explaining 72.35% of the total variance. These factors are interpreted below.

Factor 1 : Intrinsic Nature. This factor explains 16.45% of total variance and was loaded mainly by motives of five of the six broad categories, but mainly of a positive flavour. This factor was loaded by all five motives in the Intrinsic Nature category, namely, "Interesting job", "Challenging job", "Learn about children", "Work with children", and "Variety of activities". Four Self-Actualization motives ("Realize potential", "Like to teach", "Suits temperament", and Fulfilling ambition") and three Altruism motives ("Service to society", "Like children", and "Develop the youngs") also had substantial loadings. The negative loading of "Drited into teaching" suggested a sense of commitment.

Factor 2: Aimlessness. This factor which explains 8.76% of total variance may be indicative of the aimlessness of some students. It was loaded heavily by "Drifted into teaching" and "Stop-gap" and to a lesser extent by "Security" and "Spare time".

Factor 3: Fringe Benefits. This factor, explaining 8.40% of total variance, is clearly defined by items in the Fringe Benefits category such as 'Marriage convenience', "Spare time", "Long vacation", and "Short working hours". Financial consideration was also part of this factor as indicated by the substantial loading of "Good salary". The negative loading of "Develop the youngs" served to confirm the negative nature of this factor.

Factor 4: Fondness for Children. Explaining 7.20% of total variance, this is clearly a factor indicating fondness for children as a motive for teaching among the students. The factor was loaded only by three items, namely, "Like children", "Learn about children", and "Work with children".

Factor 5: Interpersonal Influences. This factor was loaded by "Relatives' influence", "Teachers' influence", "Admiration for teacher", and "Fulfilling ambition", explaining 7.15% of total variance. It seems that for some students interpersonal influences outside the family, especially of the teacher, had crystalized as the student's ambition.

Factor 6: Realism. This factor, explaining 6.88% of total variance, is interpreted as a realism factor because it was loaded mainly by motives of an idealistic nature ("Service to society", "Noble profession", "Developing the youngs", and "Teacher shortage") yet complemented by motives of a pragmatic flavour ("Good salary", "No alternative", and "Security"). Another motive loading on this factor was "Challenging job".

Factor 7: Uncertainty. Explaining 6.28% of total variance, this factor was loaded heavily by "Further education" and substantially by "Relatives' influence" and "Parental wish". Other motives loading on this factors were "Teacher shortage", "Suits temperament", and "Stop-gap". When compared with Factor 2 (Aimlessness), this factor seems more positive in that teaching was taken as a means to further education and at the same time a stop-gap. The lack of clear purpose seemed to have been further strengthened by the influences of relatives and parents.

Factor 8: Financial Consideration. "Financial difficulty" and "Good salary" loaded on this factor which explained 5.62% of total variance. That this motivation had parental reinforcement was indicated by the loading of "Parental wish". "Teacher shortage" also loaded on this factor.

Factor 9: Temperament. Though explaining 5.17% of total variance, this factor is rather ill-defined, being loaded by "Like children", "Suits temperament", and "Drifted into teaching". It suggests that the students might have been looking for a person-job fit and somehow pick teaching for a try.

Discussion and Conclusion

Isomorphism between teacher education activities and decision, on the one hand, and ongoing or completed research, on the other, would be an ideal situation (Sim, 1983). This ideal situation is one which teacher educators can and perhaps ought to consciously and conscientiously work towards, but life has to go on in less than ideal situations. For one, teacher educators somewhat regrettably have to work with what is available to them including, not unimportantly, the kind of students.

The present study, with its limitations, has nonetheless shown some reasons for optimism with regard to the students' quality in terms of the motives with which they entered the

teaching profession. Their characteristics may be summarised in the form of a pen-picture:

She is more likely to have come from a family of middle or lower income. There is a one in four chance that she has a family member who is also a teacher. She might have made up her mind to become a teacher around the age of fifteen and has most likely consulted a family member about the choice before coming to IE. She would have had about eight months of experience in giving private tuition or three months of relief teaching. She is rather firm in her decision and is not likely to change her mind. She chooses to teach because she likes children, and teaching to her is a challenging, interesting job and a noble profession. Through teaching, she sees an opportunity to serve the society and help to develop the younger generation as well as to realize her potential.

Comparison with the 1981 study shows no differences in the students' social origin, teacher in family, and firmness in decision. The 1988 students tended to choose teaching at a slightly younger age, earlier by a few months, have a shorter period of private tuition or relief teaching, but have more consultation especially with family members before decision. And, whereas the 1981 students were more motivated by self-actualization, the 1988 students were more interested in the intrinsic nature of teaching. On the whole, these findings seem reassuring and reinforce the optimism that the students came in with healthy motivation.

In a simplistic manner, motivation to become a teacher has not infrequently been attributed to just one or two 'obvious reasons' which everybody seems to know, for instance, good salary. No doubt, some students might have been motivated by financial considerations and fringe benefits, and some others might have chosen teaching because, at the time of choosing a career, they were not sure what they really wanted to do with themselves. This does not necessarily mean they are going to be poor teachers, though the teacher education programme might have to find ways to re-orientate them.

On the positive side, as this study has just shown, it is not simplicity but complexity that prevails. In other words, the choice of becoming a teacher is determined mainly by a hosts of motives related to the nature of teaching, opportunity for self-actualization, and altruism as well as 'practical' considerations. Moreover, fondness for children stands out distinctly as a factor of motivation for choosing to teach. In a general sense, these findings concur with those of earlier studies, both local and overseas. These findings should be re-

assuring to teacher educators who worked in the programme with them and school personnel who have to work with these newly graduated young teachers.

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Table 1. Background Information

Information	Percentage or Mean	
	1981 PPLP (N=167)	1988 Cert Ed (N=99)
<u>Father's Occupation</u>		
Professional/managerial	10.2	7.1
Paraprofessional/executive	30.5	19.4
Technical, skilled, services	21.6	21.4
Clerical, semiskilled	28.1	16.3
Unskilled, labour	6.6	17.3
Others	3.0	18.4
<u>Teacher in family</u>		
Grandfather	1.8	0.0
Grandmother	3.6	3.1
Father	4.2	9.2
Mother	5.4	6.1
Brother	3.6	3.1
Sister	11.4	8.1
<u>Teaching experience</u>		
Private tuition (months)	14.4	8.3
Relief teaching (months)	5.1	3.0
<u>Age of decision (years)</u>		
	14.9	15.1
<u>Person consulted</u>		
Family member	20.4	65.3
Own teacher	15.0	0.0
Teacher-friend	20.4	18.4
Others	20.2	10.2
None	24.0	6.1
<u>Firmness in decision</u>		
Yes, definitely	31.7	34.4
Probably yes	47.3	52.1
Probably no	6.6	11.5
Definitely no	1.2	2.1
Not sure	15.6	-

Table 2. Motives of Teaching:
Means and Rankings

Rank	Mean	SD	Item	Motive
1	5.1	0.9	8	Like to teach
2.5	5.0	1.3	10	Challenging job
2.5	5.0	1.0	11	Like children
4	4.9	1.1	20	Noble profession
5.5	4.8	1.3	1	Service to society
5.5	4.8	1.2	6	Interesting job
8	4.7	1.1	7	Realize potential
8	4.7	1.4	13	Work with children
8	4.7	1.1	28	Develop the youngs
10	4.6	1.3	14	Learn about children
11	4.5	1.3	12	Variety of activities
12.5	4.4	1.2	4	Security
12.5	4.4	1.3	16	Suits temperament
14	4.3	1.3	21	Further education
15	4.2	1.5	24	Fulfilling ambition
16	3.7	1.6	25	Long vacation
17	3.6	1.8	15	Marriage convenience
18	3.4	1.6	23	Admiration for teacher
19	3.3	1.4	19	Spare time
20	2.7	1.4	27	Good salary
21.5	2.5	1.5	22	Parental wish
21.5	2.5	1.4	26	Short working hours
23	2.4	1.5	5	Teacher's influence
24.5	2.3	1.4	3	No alternative
24.5	2.3	1.4	17	Drifted into teaching
26.5	2.2	1.3	18	Stop-gap
26.5	2.2	1.4	30	Teacher shortage
28.5	2.1	1.4	2	Relatives'influence
28.5	2.1	1.3	9	Friends'influence
30	2.0	1.2	29	Financial difficulty

Table 3. Motives for Teaching: 1981-1988 Comparison

Category	Item	Motive	1981 PPLP N=167	1988 Cert Ed N=99
Altruism	1	Service to society	6	5.5
	11	Like children	2	2.5
	20	Noble profession	15	4
	28	Develop the young	10	8
	30	Teacher shortage	28	26.5
Inter- personal Influence	2	Relatives' influence	24	28.5
	5	Teachers' influence	30	23
	9	Friends' influence	26	28.5
	22	Parental wish	15	21.5
	23	Admiration for teacher	20	18
Self- actuali- zation	7	Realize potential	4	8
	8	Like to teach	7	1
	16	Suits temperament	13	12.5
	21	Further education	3	14
	24	Fulfilling ambition	12	15
Intrinsic nature	6	Interesting job	8	5.5
	10	Challenging job	1	2.5
	13	Work with children	5	8
	14	Learn about children	11	10
	12	Variety of activities	18	11
Finance, circum- stance	3	No alternative	23	24.5
	17	Drifted into teaching	25	24.5
	18	Stop-gap	28	26.5
	27	Good salary	22	20
	29	Financial difficulty	28	30
Fringe benefits	4	Security	9	12.5
	15	Marriage convenience	18	17
	19	Spare time	15	19
	25	Long vacation	18	16
	20	Short working hours	21	4

Note: For the two sets of ranks, $\rho=0.814$ ($p<0.05$)

Table 4. Averaged Ranks for Motives Categories

Category	1981 PPLP	1988 Cert Ed
Altruism	12.2 (3)	9.3 (2)
Interpersonal influence	23.0 (5)	23.9 (5)
Self-actualization	7.8 (1)	10.1 (3)
Intrinsic nature	8.6 (2)	7.4 (1)
Finance, circumstances	25.2 (6)	25.1 (6)
Fringe benefits	16.2 (4)	13.7 (4)

Table 5. Factor Loadings*

Item	Motive	1	2	3	4	5	6	7	8	9
Altruism										
1	Service to society	55					34			
11	Like children	35			76					30
20	Noble profession						53			
28	Develop the youngs	39		-47			45			
30	Teacher shortage						46	31	42	
Interpersonal influence										
2	Relatives' influence					47		56		
5	Teachers' influence	37				62				
9	Friends' influence		65							
22	Parental wish							57	45	
23	Admiration for teacher					85				
Self-Actualization										
7	Realize potential	82								
8	Like to teach	77								
16	Suits temperament	47						36		53
21	Further education							77		
24	Fulfilling ambition	54				62				
Intrinsic Nature										
6	Interesting job	80								
10	Challenging job	63					32			
14	Learn about children	32			80					
13	Work with children	46			69					
12	Variety of activities	77								
Finance, circumstances										
3	No alternative	72					30			
17	Drifted into teaching	-33	62							33
18	Stop-gap		73					35		
27	Good salary			53			34		44	
29	Financial difficulty								84	
Fringe benefits										
4	Security		32				76			
15	Marriage convenience			33						
19	Spare time		37	73						
25	Long vacation			74						
26	Short working hours			79						

* Decimals omitted

INSTITUTE OF EDUCATION, SINGAPORE

Study of Motives for Teaching

This is a study of why young people like you have chosen teaching as a career. Now that you are completing your teacher education programme, surely you would let us know the motives for your choice before you applied to come to IE.

There is no need for you to give your name, but please answer the questions truthfully and carefully. Your co-operation is greatly appreciated. To understand you better, we need first to know something about you. Please circle the appropriate answers.

SECTION A: BACKGROUND INFORMATION

1 Programme at IE

- 1 Diploma in Education
2 Certificate in Education

2 Highest academic qualification

- 1 Master's degree
- 2 Honours degree
- 3 Pass degree
- 4 A-Level
- 5 O-Level

3 Sex

- 1 Male
2 Female

4 Date of birth : / /
 Day Month Year

5 Father's occupation

(If retired, unemployed, or deceased, please enter his last occupation.)

- 1 Professional/managerial
(eg doctor, engineer, lawyer, manager, etc.)
- 2 Paraprofessional/executive
(eg teacher, nurse, administrative assistance, etc.)
- 3 Technical, skilled, service
(eg electrician, foreman, etc.)
- 4 Clerical, semi-skilled
(eg typist, mechanic, etc.)
- 5 Unskilled, labour

6 Others (specify): _____
6 Are there teachers in your family?

- 1 Grandfather
- 2 Grandmother
- 3 Father
- 4 Mother
- 5 Brother
- 6 Sister

7 Before you came to IE, did you do some kind of teaching?

- 1 Private tuition: _____ months
- 2 Relief teaching: _____ months
- 3 Others : _____ months (specify) _____

8 As long as you can recall, at about what age did you decide to become a teacher? And, can you recall any incident that influenced your choice?

Age at which decision was made : _____

Incident influencing the decision:

9 Whom did you consult when deciding to become a teacher?

- 1 Family members
- 2 Own teacher
- 3 Teacher-friends
- 4 Others (specify) : _____

10 If you had a second chance, would you choose teaching again?

- 1 Yes, definitely
- 2 Probably yes
- 3 Probably not
- 4 Definite not

11 If your answer to the above questions is negative (ie 3 or 4), what other occupation would you choose and for what reason?

Occupation : _____

Reasons : _____

SECTION B: MOTIVES FOR TEACHING

Read the following list of motives for teaching carefully. Circle one of the six codes to indicate how strong each motive was to you when you decided to become a teacher before you came to IE.

		STRONG MOTIVE				WEAK MOTIVE	
		:	:	:	:	:	:

1	Teaching offers me an opportunity to render service to so=ociety.	6	5	4	3	2	1
2	I was influenced by my relatives.	6	5	4	3	2	1
3	I had no alternatives.	6	5	4	3	2	1
4	Teaching offers security.	6	5	4	3	2	1
5	I was influenced by my teachers' advice.	6	5	4	3	2	1
6	Teaching is interesting.	6	5	4	3	2	1
7	Teaching offers me opportunity to realize my potential abilities.	6	5	4	3	2	1
8	I like teaching.	6	5	4	3	2	1
9	I was influenced by my friends.	6	5	4	3	2	1
10	Teaching is a chellanging job.	6	5	4	3	2	1
11	I like children.	6	5	4	3	2	1
12	Teaching offers a variety of activities.	6	5	4	3	2	1
13	I prefer to work with children than adults.	6	5	4	3	2	1
14	I can learn more about children.	6	5	4	3	2	1
15	Teaching will be a conveninet job for me after my marriage.	6	5	4	3	2	1
16	Teaching suits my termperament.	6	5	4	3	2	1
17	I drifted into teaching.	6	5	4	3	2	1
18	Teaching serves as a stop-gap for me.	6	5	4	3	2	1

		STRONG MOTIVE				WEAK MOTIVE	
		:	:	:	:	:	:

19	Teaching gives me spare time to pursue other activities.	6	5	4	3	2	1
20	Teaching is a noble profession.	6	5	4	3	2	1
21	Teaching offers me the opportunity to further my education.	6	5	4	3	2	1
22	I was influenced by my parents' wish.	6	5	4	3	2	1
23	I admired my teacher and like to become one myself.	6	5	4	3	2	1
24	Teaching fulfils my ambition.	6	5	4	3	2	1
25	Teaching offers long vacation.	6	5	4	3	2	1
26	Teaching involves short working hours.	6	5	4	3	2	1
27	Teaching offers a good salary.	6	5	4	3	2	1
28	I help develop and educate the younger generation.	6	5	4	3	2	1
29	I had financial difficulties.	6	5	4	3	2	1
30	I felt I could help solve the shortage of teachers.	6	5	4	3	2	1

THANK FOR YOUR COOPERATION

Incidents Influencing Decisions

Teacher Influence

- . The impact and impression of a caring secondary school teacher helped me to realize the importance of teaching.
- . Impact given by teachers.
- . My General Paper teacher at the pre-university centre I was studying influenced me in my decision. Her way of teaching inspired me and I hoped to become a teacher like her, and help weak students.
- . The unforgetten action of secondary three teacher.
- . I had a very nice CL2 teacher. He is a model to me.
- . A Christian teacher who gave us tuition, invited us personally to attend the meeting every Friday. She cared about us.
- . When a teacher mistreated my friend.
- . My teacher called me in class and told me that I've got the potential to be a teacher.
- . Father's retirement from teaching. All his students sent their regards and well-wishes.
- . Respect high authority in school.
- . I was impressed by my teachers (Biology and Chinese teachers) who showed concern for our study and helped us to achieve the grades.
- . The form teacher in my primary six class was very concerned about us, went all the way out to help us not only in academic work but also in our perosnal lives.
- . Teachers in my school; they looked confident and professional.
- . Understanding and caring teachers who impressed me very much.
- . The respect that a teacher receives.
- . A teacher who was very concerned and one who let me realize that I can do anything and achieve if I want to.
- . The impact of some teachers in my life and a book that I read then (The Art of Teaching).

- . My teacher said that my handwriting was very straight on the blackboard so I can be a teacher when I grew up.
- . Impact of both good and bad teachers.
- . Had the most friendly, caring, clever P3 teacher.

Teaching Experience

- . There was once when one of my subject teachers was on MC. Then my form teacher asked me to relief her class (I was in P6). I found it very interesting and fun.
- . My teacher used to ask me to read to the class and when she was busy, she would ask me to supervise the class while they were reciting the multiplication tables.
- . When I gave private tuition since I left JC.
- . Only when I was teaching in the childcare centre.
- . Teaching my own two boys shows me that I can teach when they fared well for their exams.
- . After being a Sunday School teacher for some time, I discovered my interest in teaching.
- . Teaching experience at a kindergarten.
- . The relief teaching experience was a very challenging one and I felt the strong desire to be in the teaching profession.
- . First relief teaching experience - a Monolingual class (P8) of 14 boys and 2 girls.
- . Actually I already had the liking toward teaching profession since young and the liking increased after experiencing the four months of relief teaching.
- . Had nice experience during relief teaching.
- . Went to relief teach for one week and realised that I like to teach.
- . My immense enjoyment of relief teaching.

Interpersonal Influences

- . My brother encouraged me to.
- . Sister became a teacher.

- . To follow my mother's footstep and also I love young children.
- . When my sister graduated as a teacher from IE.
- . Both my friend and I planned to come into teaching.
- . My father was very keen on me to be a teacher. He gave me all the advantages of teaching.
- . My friends suggested that I should go into teaching because I had a good rapport with children and it seemed ideal for me.
- . Inspired by my aunt.
- . I was talking with a friend about my aimlessness at the moment and she suggested why not take up teaching. So I applied.
- . My friend and I were discussing about teachers having holidays (June, September, December) and it just struck me - why not try teaching. It sounded attractive then but now I realize that long holidays need not necessarily be relaxing.

Other Influences

- . Could not become a social worker. Later realized that being a teacher is quite similar to being a social worker. Both change people's lives.
- . After working in the commercial sector.
- . I thought it'd be good opportunity to receive a sort of formal training at a teaching institution, as the university does not have a better offer for me.
- . Could not get into the university so I opted for next best - IE.

Preferred Jobs of Uncertain Students

<u>Job</u>	<u>Reason</u>
Public relations officer	I've always like the nature of the job since secondary and I've even pursued and obtained a Diploma in PR before I joined IE. You get higher pay, get to meet more interesting people, not so monotonous. I've always been interested in meeting people.
Clerk in SIA	Free and discounted travel
Anything pertaining to sales	I wanted to know what the commercial sector can offer.
A productive volunteer work or a housewife	-
Secretary	Challenging and dynamic job
Doctor	-
Newscaster	I feel that teaching is a sheltered job. I don't get to socialize much especially with males. There's too much paper work and it's pressurizing. The pay is very low. Actually, I like teaching very much. But because of the above reasons, I'm discouraged.